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ABSTRACT

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a secondary English language arts course of study. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The begins by describing what the study of English language arts is and what an English course is. The paper notes that to be given core graduation credit, every English course must contain the study of composition, language, and literature through reading, writing, speaking, listening, and viewing. The guide then lists the four goals of the course of study. It next describes critical components of the course of study (listening, reading, speaking, viewing, and writing), and presents a statement on class size. The guide then presents brief position statements on issues such as computer-assisted composition instruction, traditional grammar study, instructional materials, instructional strategies, English as a second language, parent/community involvement, student-centered classrooms, teacher education, tracking, and writing across the curriculum. The guide next presents goals and associated objectives for the secondary English language arts course for each of the grades 9-12. Appendices presents a 7-item sampler of selection tools for multicultural literature, a 41-item list of professional texts for teachers, and a textbook evaluation form. (RS)

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Secondary

English Language Arts

Course of Study

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SECONDARY

ENGLISH LANGUAGE ARTS

COURSE OF STUDY

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Jerry Pelton
Bureau Chief
Instructional Services

Darrell Loosle
Chief Deputy, Superintendent
Division of State-Federal
Instructional Services

Lynette J. Hill, Ed.D.
Consultant
English Language Arts
State Department of Education

Anne C. Fox, Ph.D.
State Superintendent
of Public Instruction

State Department of Education
Len B. Jordan Office Building
P.O. Box 83720
Boise, Idaho 83720-0027
FAX 208-334-4664

PREFACE

The purpose of a course of study is to delineate the content that must be covered in the secondary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth these courses of study for each of the subjects to be taught in grades 9-12. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined courses of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised and adapted as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the *Course of Study* with each school administrator. Individual *Courses of Study* should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the *Course of Study* as the basis for course development, adopting instructional materials, developing curriculum guides, and setting direction for staff development.

SECONDARY ENGLISH LANGUAGE ARTS COURSE OF STUDY

ACKNOWLEDGEMENTS

The following educators helped to develop the *Secondary English Language Arts Course of Study, 9-12.* They were most gracious in sharing their expertise and time. The State Board of Education and the State Department of Education thank each of them and their employers for their contributions.

Committee Members

Jackie Beem - Highland High School, Pocatello

Jim Coughlin - Capital High School, Boise

Anne DeBord - Payette High School

Jeff Fox - College of Southern Idaho, Twin Falls

Marcia Hallett - State Department of Education

Deborah McShane - Stidwell Junior High School, Sandpoint

Leona Manke - The College of Idaho, Caldwell

Lynn Langer Meeks - State Department of Education

Dan Prinzing - West Junior High School, Boise

Ruth Vinz - Boise State University

INTRODUCTION

WHAT IS THE STUDY OF ENGLISH LANGUAGE ARTS?

English language arts is the integrated and sequential study of literature, composition, and language through listening, thinking, speaking, reading, writing, and viewing. These components should not be taught--nor should they be learned--in isolation. Ability in one of the language arts influences ability in the others; instruction in one affects learning in the others; exposure in one encourages growth in the others.

Adolescents extend their learning in increasingly sophisticated ways as they engage in language processes over a four-year program of study. They learn to understand themselves and others through reading, writing, viewing, listening, and discussing. A secondary English language arts curriculum provides situations in which all students--regardless of ethnicity, socioeconomic status, language dominance, or competence--may progress in their language development. Students' experience with a secondary English language arts program should include diverse, multicultural subject matter, genres, modes of discourse, and literary techniques. English language arts are concerned with both teaching the process and producing a product using a variety of approaches.

WHAT IS AN ENGLISH COURSE?

For the purposes of high school graduation and admission to colleges and universities in Idaho, an English course is defined as the **integrated and sequential study of literature, composition, and language through listening, reading, writing, speaking, and viewing.** For example, a course such as creative writing would not be given core English credit because it does not contain literature or language study. A grammar course could not be given core English credit because it does not contain the study of literature and composition. The courses outlined in this guide are designed to be two semester or two trimester courses. (See explanation in the position statements.)

GOALS

There are four goals for the *Secondary English Language Arts Course of Study, 9-12.*

1. The student will integrate the critical components of language arts for a variety of purposes and audiences and in a diversity of forms.

2. The student will develop increasing awareness of the origins and use of conventions in written and spoken language.

3. The student will have experience with and exposure to literature in a variety of forms and styles.

4. The student will write in a variety of forms for a variety of purposes and audiences.

SECONDARY ENGLISH LANGUAGE ARTS COURSE OF STUDY

CRITICAL COMPONENTS

Course offerings may reflect a shift of emphasis among critical components, but an overall balance should be maintained in each course. Emphasis should be on quality rather than quantity, on focus and depth of treatment in the study of literature, on production of language, and on logical and analytical skills which students can apply in any context. The content should extend beyond the traditional Anglo-American canon to include multi-perspectives and emerging views. **To be given core graduation credit, every English course must contain the study of composition, language, and literature through reading, writing, speaking, listening, and viewing.**

1. **LISTENING**

   Listening is an integral part of the secondary English language arts. Students hear the richness and power of language in both formal and informal situations. Listening generates and provides information that makes effective reading, speaking, viewing, writing and thinking possible. Therefore, it is vital students learn how to listen attentively and critically.

2. **READING**

   Reading is a process that requires the interaction of the reader's background knowledge with text elements including word meanings, content, sentence and text structure, and context. Reading is not a discrete skill apart from the other language arts but is one part of the language program.

3. **SPEAKING**

   Speaking is basic to language and is interactive with the processes of reading, writing, listening, viewing and thinking. Speaking is a process for generating ideas, communicating, sharing, expressing, and understanding information. Secondary English language arts instruction should offer a variety of informal and formal speaking opportunities.

4. **VIEWING**

   Viewing is the process through which students interpret, organize, evaluate, and appreciate visual presentations. Viewing instruction should enable students to become thoughtful and reflective comprehenders of visual text.

5. **WRITING**

   Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it also provides practice in mastering the conventions of language. In addition, writing is an expressive activity; its form depends upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading and viewing.

STATEMENT ON CLASS SIZE

The National Council of Teachers of English has for seventy-five years proclaimed that the optimum size of an English class is 20 students and that secondary school English teachers should teach no more than 100 students per day.

In November of 1990, the NCTE Board of Directors recommended that "the normal teaching load of teachers of English language arts be four classes of 20 students by the year 2000."

NCTE will undertake activities to introduce legislation that requires school districts (or local education agencies) applying for categorical funds to have a plan to reduce class size and teacher load for English language arts classes to reflect the official NCTE policy.

RATIONALE

- Practicing teachers as well as expert observers and administrators know by experience that smaller classes create the possibility of more individual attention, fewer discipline problems, a better balance of cooperation and competition, and a more humane environment for learning than is possible in overcrowded classrooms.

- Furthermore, studies have shown that students can learn many valuable skills in smaller classes: cooperative group behavior, self-control, respect for others, good study habits, speaking and listening skills, critical thinking, reading and writing skills, and discussion with others as part of the learning process.

- Research on class size indicates--and teachers and students concur--that smaller classes can lead to higher achievement because students can have more attention, more time for work, better diagnosis of their needs, and better planning to meet those needs.

- Teachers know that smaller classes allow them more time to prepare varied lesson plans and relate more closely to students in ways that encourage motivation, self-esteem, and growth. Because of such successful working conditions, teachers enjoy teaching more and thus remain more effective and continue in the profession rather than leave for other work.

- Finally, the teaching of writing involves not only the teacher's presence in the classroom but also extensive work with the writing outside of class. For example, to evaluate, and to suggest improvements in, a multiple-paragraph student essay requires ten to twenty minutes per paper. Total time spent grading such an essay from each of 100 students ranges from sixteen to thirty-three hours of grading outside of class. This demand on a language arts teacher's time must be accommodated if essential skills are to be taught.

For a free single copy of "Lost in the Crowd," a brochure that discusses the 1990 class-size policy, send a self-addressed, stamped envelope with your request to Membership Service Representative, NCTE, 1111 Kenyon Road, Urbana, IL 61801.

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POSITION STATEMENTS
ON THE TEACHING OF
SECONDARY ENGLISH LANGUAGE ARTS, 9-12

The following position statements explain the general intent of the *Secondary English Language Arts Course of Study*. These statements are to guide school districts and teachers as they implement the secondary English language arts curriculum in grades 9 - 12.

Computer-Assisted Composition Instruction

The instruction of composition should be designed to take advantage of the current capabilities of computers, word processors, and related writing software. It is essential that instruction in the writing process be altered to reflect the use of word processors, particularly as they affect drafting and revision. The use of "thought processors," outlines, and other writing aids should be made available to students to assist in the initial stages of writing. Students should be given further training in the appropriate use of spelling checkers and grammar analysis programs as tools to refine their compositions. Technology should be used throughout the writing process to improve students' finished products, rather than simply as a means of neatly reproducing previously handwritten documents.

Diagraming Sentences/Traditional Grammar Study

Diagraming sentences is one of several methods of language study which shows the relationship among words, phrases, and clauses in a sentence. Diagraming is an exercise which may be interesting to some high school students and teachers in and of itself, but as Hillocks (Research on Written Composition: New Directions for Teaching, 1986) points out, there is no relationship between the study of grammar and improving students' writing:

> None of the studies reviewed for the present report provides any support for teaching grammar as a means of improving composition skills. If schools insist upon teaching the identification of parts of speech, the parsing or diagramming of sentences, or other concepts of traditional school grammar (as many still do), they cannot defend it as a means of improving the quality of writing (p. 138).

Recent research shows that the more time spent on the technical study of language such as diagraming or learning parts of speech, the less time spent practicing the integrated language arts activities, especially writing. Because students practice writing less, some studies show that teaching grammar actually has a negative effect both on the quality of students' writing and their attitudes towards the study of English (Hillocks, pp. 133-151).

Diagraming sentences does not improve students' ability to read, write, speak, listen or view. In many instances, it can confuse students and make them dislike English. Therefore, it is not recommended as a teaching technique.

Evaluation and Assessment

Evaluation should derive from curriculum and instruction and incorporate a variety of methods suited to assess curricular objectives. Standardized tests may not accurately reflect individual student progress in the secondary English language arts program. Therefore, it is important that there be a balance of methods of evaluation which include self-evaluation, portfolio, anecdotal records, holistic and primary trait scoring.

Grouping

Grouping structures should include small and large groups as well as competitive and cooperative groups based on instructional objectives and students' needs. Students of all ability levels usually learn best when they work together, discuss their work, and help one another; in addition, heterogeneous groups give secondary students a chance to develop their managerial and leadership skills. Therefore, the teacher should use cooperative learning groups whenever appropriate.

Instructional Materials

An integrated, sequential secondary English language arts program incorporates a wide variety of materials. Textbooks are resources that support curriculum guides and are coordinated with a full range of other available resources. Resources may include student works, trade books, films and videos, access and exposure to performing arts, computer technology, and mixed media in school and community. Instructional materials should support and nurture a process approach to learning secondary English language arts. The selection of comprehensive and diverse instructional materials should be based on students' needs, interests, and specific curricular objectives. Furthermore, every effort should be made to provide students with instructional materials that further multicultural, multiethnic understanding.

Instructional Strategies

Instructional strategies include cooperative learning, reading/writing workshops, conferencing, and direct teaching. A workshop approach supports process instruction and promotes collaboration instead of competition. It can provide students with blocks of time in which they work together, discuss their work, and help one another. Teachers, working individually and in collaboration, should use a variety of strategies to engage students in language arts experiences.

A skill and drill approach (i.e. work sheets, workbooks, multiple choice tests, or isolated vocabulary, spelling, grammar, or usage instruction) has proven to be an ineffective instructional strategy.

Integrated Approach

Spelling, vocabulary, grammar, and mechanics should be studied in context of the students' oral and written language. The adoption of separate texts in grammar, spelling, and mechanics is not recommended. These skills should be taught directly from the literature and from the students' own writing; however, reference books in the these areas should be available in the classroom.

English as a Second Language (ESL)

Language learning opportunities must be provided to all students regardless of linguistic abilities and ethnicity. Students' ethnic culture should be preserved, valued, and used as a bridge toward English language proficiency. ESL students need frequent opportunities to use spoken and written language in meaningful contexts. Thus, the teaching of language arts should address individual developmental needs.

Students will be given credit toward fulfilling graduation requirements in English for completing ESL courses. This statement is intended to establish statewide standards and guidelines for the provision of services to language minority students. As soon as possible the ESL course should begin to parallel the *Secondary English Language Arts Course of Study, 9-12.* Because the ESL course will receive graduation credit, it must be taught by a certified English teacher or a teacher holding an ESL endorsement.

Multicultural, Multiethnic Emphasis

One of the district's first priorities should be the development of a mission statement and policy that embraces the philosophy that the school is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectations for academic success for all students, and that encourages students' active participation in the school.

Every effort should be made to include in every class a variety of cultural and ethnic perspectives through the study of film, video, literature, and community resources.

Parent/Community Involvement

The school day represents only a small part of a student's world and the school year is only a small part of a student's life. Therefore, parents--the first and most continuous teachers--need to maintain their interest and involvement with their student's education. At the secondary level this could take various forms: support, encouragement, modeling of adult reading, and high expectations. The school must make every effort to invite and involve parents.

That same interest and involvement needs to come from the community as well. Teachers, students, and community members need to maintain a dialogue about the skill expectations and needs required in the world of work. Business leaders can help students identify critical reading and writing competencies and attitudes which will help students succeed beyond high school. The involvement of both parents and community is essential to encourage long term student learning.

Parents are the initial teachers of students and should be encouraged to emphasize language learning in the home. Parents should be informed of overall goals and objectives in secondary English language arts. Parents' continued support and participation are vital to their child's success in school.

Portfolio Assessment

Portfolio assessment is an effective method of evaluating process and product. Both students and teachers can use portfolios to reflect on writing progress. Portfolios should be used in all secondary English language arts classes to assess, report, and reflect on student progress.

Process and Product

Students should learn the importance of process and product. The process of creating some form of written or verbal or media communication is valuable in and of itself; equally important is to complete the process by creating a document ready for publication.

It is by learning process strategies that students create effective products.

Process in Writing

Writing process will vary depending on the writing assignment. The study of process in writing will include the following concepts: preparing to write, composing, global and local revising, editing, proofreading, and audience response (sometimes termed brainstorming, drafting, editing, proofreading, and publication.) Instruction in writing process should also include time management for both in-class and out-of-class compositions.

Reader Response Theory/Transactional Analysis of Literature

This theory of literary analysis includes the reader as an integral part of the analysis. Using Reader Response Theory or Transactional Analysis of Literature, students learn that every reader brings a unique background to a piece of literature. Thus, meaning for each reader will vary widely depending on each reader's background knowledge, experience, cognitive level, current interests, psychological state, sex, age, education, income, profession, political and religious views--the total context of reading. In this type of literary analysis the reader plays an important and active role. It is the reader who gives the intellectual and emotional meaning to what he or she reads. It is the interaction of the reader with the text that

creates the interpretation of that text, and therefore, every reader will read slightly different or widely different texts. It is these differences in interpretation that must be honored in the classroom. Reader Response Theory is in contrast to "New Criticism" which encouraged the view that there was a "correct" way to interpret a piece of literature.

Student-Centered Classrooms

The modern secondary English language arts classroom must reflect the type of environment that students will find themselves working in. The United States Department of Labor in their 1991 document, What Work Requires of Schools: A Scans Report for America 2000, describes classrooms of the future as those which focus on development of thinking skills, in which assessment is integral to teaching, in which students actively construct knowledge for themselves, in which students use cooperative problem solving and learn skills in the context of real problems. In order to prepare students for the future, classrooms of the present must be learner-centered.

Students With Special Needs

Language learning opportunities must be provided to students who progress at a slower rate than other students. Teachers can provide successful language learning opportunities by using a variety of materials and methods: adapting curriculum, collaborating and/or team teaching with special education and Chapter I staff, and incorporating cooperative learning models, peer tutoring, and workshop approaches.

Every effort should be made to include students with special needs in the regular classroom.

Teacher Education

Teaching has become an increasingly complex craft. Traditionally, beginning and experienced secondary teachers have concerned themselves with the mastery of their content areas. Now, matters of instructional theory, methodological approaches, technological advances, and varied backgrounds and abilities of students add to the complexity of teaching. These considerations have prompted a need for change in the traditional ways of viewing, preparing, and renewing practitioners in the profession.

A climate of change necessitates a review of and an openness to different teaching and management approaches. Strategies for varied approaches--cooperative learning, reading/writing workshops, conferencing, peer response groups--are a necessary part of staff development. School districts' support of comprehensive programs for teacher renewal can be supported with in-services or workshops.

Through teacher education programs, pre-service and practicing teachers can develop the knowledge and strategies necessary to implement integrated language arts programs. Teacher educators are encouraged to use this *Secondary English Language Arts Course of Study, 9-12* in the preparation of future educators.

Technology

Teachers should encourage students to explore and become proficient users of technology, including typewriters, word processors, spell checkers, computers, and audio and video tapes. Thoughtful use of technology enhances students' creative expression in and critical response to the language arts and media.

Textbook Adoptions

Schools and districts are encouraged to adopt only those textbooks and trade books which will help students meet the goals and objectives specified in the curriculum guide. All instructors should use supplementary materials that include interrelated language arts skills. Most importantly, the text selections should include diverse cultural, genre, time period, and cross-curricular choices.

Tracking

This course of study emphasizes and values the understanding of multiple perspectives and diversity. When students are grouped homogeneously, they are less likely to develop the understanding and tolerance that comes from exposure to diverse abilities and viewpoints. Students in tracked classes may lose the opportunity to work with students who have differing talents and learning styles. Any gains that "basic" students might make in skill development is often negated by their loss of self-esteem.

Tracking students (i.e. separating them by classes into "honors," "regular," and "basic") is not in keeping with the intent of this course of study and is not a recommended method for grouping students.

Semester or One Trimester Classes

Language learning is a lengthy and complicated process which takes place over an extended period of time. In fact, one never stops progressing in language learning. Students in grades 9-12 need special nurturing if they are to develop their language competency fully. It is virtually impossible in one semester or one trimester to create an environment in which students and teachers have time to reflect on language learning and to note and follow their progress. Therefore, two-semester or two-trimester courses are the intent of this course of study.

One-semester or one-trimester courses in composition, or grammar and mechanics alone that do not include equal amounts of literature and composition or one-semester or one-trimester courses in literature that do not include equal amounts of composition and language study are out of compliance with the intent of this course of study and cannot be counted for core graduation credit.

Vocabulary

To be successful learners, students must develop an adequate vocabulary assisted by appropriate instruction. **However, this instruction should focus on strategies which will enable the students to become independent learners, rather than focus on lists of words out of a meaningful context.** The point of vocabulary instruction is to help students use vocabulary as they become strategic readers engaged in relevant tasks.

The study of vocabulary lists apart from a meaningful context is most strongly discouraged.

Writing Across the Curriculum

Students should be given many opportunities to write for real purposes and real audiences. This can often be accomplished by writing in other disciplines such as math, science, health, and social studies, etc. Usually, it is up to the English teacher to make contact with subject area teachers to plan joint projects. These projects, while giving students an opportunity to further develop their writing skills, will also serve as models for the content area teachers to develop their own writing projects. Every teacher in the school should be a teacher of writing; however, it is up to the English teacher to take the lead and support colleagues in the other subject areas.

GRADE 9
SECONDARY ENGLISH LANGUAGE ARTS

THEMES OF SELF

The ninth grade secondary English language arts program is the introductory step in four years of sequential study. The course will integrate the critical components of literature, language and composition as the students examine themes of self. In studying the theme of self, teachers should select inter-disciplinary, multicultural course materials.

Goal 1: The student will integrate the critical components of language arts for a variety of purposes and audiences and in a diversity of forms.

Objectives: The students will

A. explore the theme of self through the language arts by

1. examining their roles in family, neighborhood, and community.
2. addressing personal interests and values.
3. communicating opinions.
4. identifying sources of bias, prejudice, and cultural discrimination.

B. express individual thoughts and ideas through the language arts by

1. sharing personal viewpoints.
2. discovering the existence of similarities and differences between self and others.
3. practicing appropriate language response as to setting and context.
4. writing for peers, family, and community.

C. understand the theme of self through the language arts by

1. reading and writing diaries, journals, and letters.
2. reading and writing personal time lines.
3. making and sharing memory maps.
4. reading and writing family stories.
5. viewing and making photo essays about themselves.
6. viewing and producing video explorations about themselves.
7. reading and writing poetry, short stories, and essays relating to the theme of self.
8. reading longer works of fiction and non-fiction relating to the theme of self.

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Goal 2: The student will develop an increasing awareness of the origins and use of the conventions in written and spoken language.

Objectives: The students will

A. analyze and experiment with language by

1. building vocabulary skills.
2. using a variety of sentence patterns.
3. using a variety of verb tenses.
4. recognizing usage appropriate to purpose.

B. apply the conventions of standard English by

1. revising compositions for correctness in final drafts and formal presentations.
2. revising compositions to clarify meaning.
3. using language which is appropriate for the audience and purpose.

C. explore the origins and evolution of language by studying

1. word origins.
2. the special languages of peers, family, and community.
3. word connotations.

Goal 3: The student will have experience with and exposure to literature in a variety of forms and styles.

Objectives: The students will

A. develop strategies to locate, select, and evaluate the theme of self by

1. conducting interviews.
2. investigating genealogies.
3. conducting library research.
4. using computer indexes.
5. identifying school resources.
6. evaluating the credibility of sources.

B. express opinions on the theme of self through

1. class discussions.
2. visual presentations.
3. response logs.
4. formal or mixed media presentations.

C. demonstrate an awareness of various forms and styles of literature related to self through

1. reading and writing family records.
2. reading and writing poetry.
3. reading and writing diaries.
4. viewing and producing videos and photo collections.
5. reading and writing journals.
6. reading and writing letters.
7. collecting and writing down oral history.
8. reading and writing essays (fiction and nonfiction).
9. reading and writing autobiographies.
10. reading and writing biographies.

D. compare the theme of self with similar themes posed in diverse time periods and cultures through studying

1. myths.
2. legends.
3. fairy tales.
4. folk tales.
5. parables.
6. classical literature.

Goal 4: The student will write in a variety of forms for a variety of purposes and audiences.

Objectives: The students will

A. write about self using the following forms:

1. I-search. [See *Searching Writing* by Ken Macrorie, Boynton Cook, 1984.]
2. autobiography.
3. first person narratives.
4. bio-poems. [A pattern or free-verse poem based on the self.]
5. letters.
6. journals.
7. interior monologue.
8. stream of consciousness.
9. time capsules.

B. write for a variety of purposes by

1. informing.
2. persuading.
3. explaining.
4. entertaining.
5. describing.

6. directing.
7. evaluating.
8. reflecting.
9. recording.
10. accepting/rejecting.

C. write for a variety of audiences including
1. self.
2. peers.
3. family.
4. school.

GRADE 10
SECONDARY ENGLISH LANGUAGE ARTS

CONTEMPORARY ISSUES

Secondary English language arts at the sophomore level focuses on exploring, understanding, and appreciating contemporary issues through multicultural and multiethnic perspectives. The language arts experience at the tenth grade should reach beyond students' personal views and opinions into their community and region. Districts may choose Journalistic English and Literature I or II in place of the following tenth grade course of study.

Goal 1: The student will integrate the critical components of language arts for a variety of purposes and audiences in a diversity of forms.

Objectives: The students will

A. explore contemporary issues through the language arts by

1. examining diverse roles in family, neighborhood, community and region.
2. identifying contemporary multicultural, multiethnic interests and values.
3. comparing diverse viewpoints.
4. identifying sources of bias, prejudice, and cultural discrimination.

B. express thoughts and ideas on contemporary issues through the language arts by

1. presenting diverse opinions.
2. discussing the individual's and community's attitudes about local and global issues.
3. making appropriate language choices in various settings and contexts.

C. develop language arts skills relating to contemporary issues through

1. reading and writing journalistic reports and editorials.
2. viewing and producing photo essays and video explorations.
3. reading and writing poetry, short stories, and essays.
4. reading and writing letters and response logs.
5. reading and producing documented research.
6. attending and participating in community debates, forums, and speeches.
7. viewing and producing multimedia presentations.

Goal 2: The student will develop an increasing awareness of the origins and use of the conventions in written and spoken language.

Objectives: The students will

A. analyze and experiment with language by

1. recognizing and using appropriately standard and non-standard English.
2. recognizing and using idioms and dialects.
3. expanding vocabulary.
4. distinguishing between the denotation and the connotation of words.

B. apply the conventions of standard English by

1. editing for correct punctuation, usage, and spelling in final drafts and formal presentations.
2. using appropriate pronunciation and intonation.
3. revising to clarify meaning.
4. using language which is appropriate for the audience and purpose.

C. explore the origins and evolution of language by studying

1. how words are coined, invented, and borrowed.
2. changing conventions and the influences effecting those changes.

Goal 3: The student will have experience with and exposure to literature in a variety of forms and styles.

Objectives: The students will

A. develop strategies to locate, select, and evaluate contemporary issues by

1. analyzing newspapers and other periodicals.
2. conducting interviews.
3. conducting library research.
4. identifying media resources.
5. using computer indexes.
6. consulting reviews and abstracts.
7. identifying community resources.
8. evaluating credibility of sources.
9. comparing contemporary literature with literature from the past.

B. express opinions on contemporary literature through

1. class discussion.
2. visual presentations.
3. response logs.
4. formal or mixed media presentations.

C. demonstrate an awareness of various forms and styles of contemporary literature through

1. reading and writing newspapers, magazines and other periodicals.
2. reading and writing editorials and reviews.
3. reading and writing contemporary literature.
4. reading and writing contemporary community and regional literature.
5. viewing and producing visual media.
6. reading, writing, viewing, and producing drama.

D. compare contemporary issues with issues posed in diverse time periods and cultures through studying

1. myths.
2. legends.
3. fairy tales.
4. folk tales.
5. parables.
6. classical literature.

Goal 4. The student will write in a variety of forms for a variety of purposes and audiences.

Objectives: The students will

A. write about contemporary issues using the following forms:

1. editorials and reviews.
2. essays.
3. speech writing.
4. position papers.
5. anecdotal writing.
6. newspaper articles.
7. poetry.
8. advertisements.
9. cartoons.
10. speculative fiction or science fiction.

B. write about contemporary issues for a variety of purposes by

1. informing.
2. persuading.
3. explaining.
4. entertaining.
5. describing.
6. directing.
7. evaluating.
8. reflecting.
9. recording.
10. accepting/rejecting.

C. write for a variety of audiences including

1. school.
2. community (businesses, the elderly, those hospitalized or imprisoned, shut-ins, persons working in the home, etc.).
3. region (newspaper, magazines, flyers, brochures, etc.).
4. elementary and junior high students.

GRADE 11
SECONDARY ENGLISH LANGUAGE ARTS

AMERICAN STUDIES

Secondary English language arts at the junior level focuses on American cultural unity and diversity. Literature, composition, oral language, and multimedia communication reflect on the landscapes, historical perspectives, and multicultural dimensions of American life. The intent of English language arts at this level is to extend students' views beyond the study of their community and region to their national community. This should include studying emerging voices outside the traditional canon.

Goal 1: The student will integrate the critical components of language arts for a variety of purposes and audiences and in a diversity of forms.

Objectives: The students will

A. explore the theme of American cultural unity and diversity through the language arts by

1. examining our cultural heritage.
2. addressing our regional and spiritual diversity.
3. describing American landscapes: local, regional, national.
4. identifying regional and national bias, prejudice and cultural discrimination.

B. express thoughts and ideas on American culture through the language arts by

1. articulating American values and themes: i.e., individuality, the new frontier, the American Dream.
2. defining the development of diverse American perspectives.
3. communicating with people of differing viewpoints.

C. recognize the variety of purposes for studying American culture through the language arts by

1. defining their role as a national citizen.
2. organizing and processing thought.
3. selecting appropriate means of communication.
4. addressing cultural issues to an intended audience.

D. develop language arts skills relating to American Studies through

1. reading and writing biographies and histories.
2. reading and writing historical fiction.
3. reading and writing descriptions of landscapes.
4. reading and writing travel brochures and advertisements.
6. conducting and recording interviews.
7. attending and participating in debates, orations, and panels.
8. reading and writing comparison/contrast and persuasive essays.
9. viewing and producing multimedia presentations.
10. reading and writing poetry.
11. collecting and writing oral history.

Goal 2: The student will develop an increasing awareness of the origins and use of the conventions in written and spoken language.

Objective: The students will

A. analyze and experiment with language by

1. recognizing and experimenting with dialects.
2. understanding how other languages have contributed to the richness of American English.

B. apply the conventions of standard English by

1. editing for correct punctuation, usage, and spelling in final drafts and formal presentations.
2. using appropriate pronunciation and intonation.
3. revising to clarify meaning.
4. using language which is appropriate for the audience and purpose.

C. explore the origins and evolution of language in American culture by studying

1. the history of English in America.
2. jargon and slang.
3. changing usage.

Goal 3: The student will have experience with and exposure to literature in a variety of forms and styles.

Objectives: The students will

A. develop strategies to locate, select, and evaluate American culture by

1. consulting primary and secondary documents.
2. studying American literature.

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3. conducting library research.
4. investigating oral and visual traditions.
5. using electronic historical databases.
6. identifying community and national resources.
7. evaluating the credibility of sources.

B. express opinions on American literature through

1. class discussions.
2. visual presentations.
3. response logs.
4. formal or mixed media presentations.
5. panel discussions.

C. demonstrate an awareness of various forms and styles of American literature through

1. reading and writing essays, short fiction, novels, poetry, and drama.
2. reading and writing biographies.
3. reading and writing historical and speculative fiction.
4. reading and writing letters.
5. reading and writing journals.
6. reading and writing political essays.
7. reading and writing historical documents.
8. reading and writing magazines.
9. reading and writing screenplays.
10. viewing and producing media presentations.

D. compare national issues with issues posed in diverse time periods and cultures through studying

1. myths.
2. legends.
3 fairy tales.
4. folk tales.
5. parables.
6. classical literature.

4. The student will write in a variety of forms for a variety of purposes and audiences.

Objectives: The students will

A. write about American cultural unity and diversity using the following forms:

1. literature-based position paper.
2. historical and speculative fiction.

3. advertisements and travel brochures.
4. descriptions of landscapes (local, regional, national).
5. folk tales, tall tales, fables, myths, and legends.
6. speeches.
7. historical journals.
8. reviews.

B. write about American cultural unity and diversity for a variety of purposes by

1. informing.
2. persuading.
3. explaining.
4. entertaining.
5. describing.
6. directing.
7. evaluating.
8. reflecting.
9. recording.
10. accepting/rejecting.

C. write about American cultural, unity and diversity for a variety of audiences including

1. school.
2. community.
3. regional publications (newspapers, airline magazines, brochures).
4. elementary and junior high students.
5. national figures (movie, television, and music stars, politicians, business leaders, sports figures, radio and television hosts and announcers, etc.).
6. national publications (Scholastic Magazine, Literary Cavalcades, etc.; see current issues of Writer's Guide).

GRADE 12
SECONDARY ENGLISH LANGUAGE ARTS

MULTICULTURAL PERSPECTIVES

Secondary English language arts at the senior level focuses on themes of multicultural perspectives and global concerns through diverse time periods. English language arts offers opportunities to explore, analyze, write about and celebrate international diversity and commonality.

Goal 1: The student will integrate the critical components of language arts for a variety of purposes and audiences and in a diversity of forms.

Objectives: The students will

A. explore the theme of multicultural perspectives through the language arts by

1. examining multicultural experiences in diverse times and places.
2. addressing global concerns in diverse times and places.
3. identifying sources of diverse values and cultural differences.

B. express thoughts and ideas on multicultural perspectives through the language arts by

1. describing multiple perspectives in time and place.
2. discussing diverse origins of ideas.
3. articulating others' points of view.
4. imagining future perspectives of a global culture.

C. recognize the variety of purposes for exploring multicultural perspectives through the language arts by

1. understanding roles and responsibilities of global citizens.
2. defining the development of multicultural perspectives in diverse times and place.
3. communicating with multicultural, national and ethnic communities.

D. develop language arts skills relating to multicultural perspectives by

1. reading and writing argumentation, persuasion, editorials, or position papers.
2. reading and writing science fiction, speculative, or historical fiction.
3. reading and writing journals, letters, or diaries.

4. reading and writing formal research papers.
5. taking down and writing oral histories.
6. conducting and recording interviews.
7. attending and participating in debates and panel discussions.
8. reading and writing literary analyses.
9. reading and writing stories, poems, song verses, vignettes, jokes and advertisements.
10. viewing and producing videos, dramatic scenes, slide presentations, and multimedia performances.
11. viewing and producing art, graphics, and photography.
12. reading and writing travel brochures and advertisements.

Goal 2: The student will develop increasing awareness of the origin and use of the conventions in written and spoken language.

Objective: The students will

A. analyze and experiment with language by

1. recognizing changes in language over time.
2. identifying contributions of vocabulary from one language to another.
3. identifying slang, jargon, in-group vocabulary, nuances.
4. recognizing idioms.
5. identifying discrepancies in translations.
6. recognizing changes in standard English over time.

B. apply the conventions of standard English by

1. inferring tone, meaning, and mood through word choice and sentence structure.
2. editing for correct punctuation, usage, and spelling in final drafts and formal presentations.
3. revising to clarify meaning.
4. using language which is appropriate for the audience and purpose.

C. explore the origins and evolution of language by studying

1. the relationship among languages.
2. changing usage.

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Goal 3: The student will have experience with and exposure to literature in a variety of forms and styles.

Objectives: The students will

A. compare written and visual literature from diverse backgrounds, traditions, and time periods by studying

1. Western literature often included in anthologies.
2. Eastern literature that represents Near and Far East.
3. Emerging voices from the Third World.
4. the literature of diverse ethnic groups.
5. literature which addresses gender, class, and racial perspectives.
6. literature which represents contemporary and traditional voices and viewpoints.

B. develop strategies to locate, select, and evaluate multicultural, multi-national influences through

1. consulting primary and secondary sources.
2. studying world literature.
3. conducting library research.
4. investigating oral and visual traditions.
5. using electronic historical databases.
6. identifying national and international resources.
7. evaluating the credibility of sources.

C. express opinions on multicultural perspectives and literature through

1. class discussions.
2. visual presentations.
3. response logs.
4. formal or mixed-media presentations.
5. panel discussions.

D. demonstrate understanding of the interrelationships among elements of form, style, voice, and meaning in written and visual literature by

1. recognizing form, style, and voice in literature.
2. analyzing how form, style, and voice operate to achieve certain effects.
3. evaluating the relationships among style, form, and voice to produce meaning.
4. applying this knowledge in original work.

E. demonstrate an awareness of various forms and styles of multicultural, multi-national literature through

1. reading and writing essays, short fiction, novels, poetry, and drama.
2. reading and writing biographies.
3. reading and writing historical and speculative fiction.
4. reading and writing letters.
5. reading and writing journals.
6. reading and writing political essays.
7. reading and writing historical documents.
8. reading and writing magazines.
9. reading and writing screenplays.
10. viewing and producing media presentations.

F. compare international issues with issues posed in diverse time periods and cultures through studying

1. myths.
2. legends.
3. fairy tales.
4. folk tales.
5. parables.
6. classical literature.

4. The student will write in a variety of forms for a variety of purposes and audiences.

Objectives: The students will

A. write about multicultural, multi-national unity and diversity using the following forms:

1. fully developed research paper.
2. historical and speculative fiction.
3. advertisements and travel brochures.
4. descriptions of landscapes (local, regional, national, international).
5. folk tales, tall tales, fables, myths, and legends.
6. speeches.
7. historical journals.

B. write about multicultural, multi-national unity and diversity for a variety of purposes by

1. informing.
2. persuading.
3. explaining.
4. entertaining.
5. describing.
6. directing.

7. evaluating.
8. reflecting.
9. recording.
10. accepting/rejecting.

C. write about multicultural, multi-national unity and diversity for a variety of audiences including

1. school.
2. community.
3. regional publications.
4. elementary and junior high students.
5. international figures (movie, television, and music stars, politicians, business leaders, sports figures, royalty, radio and television hosts and announcers, etc.).
6. national publications (Scholastic Magazine, Literary Cavalcades, etc.; see current Writer's Guide).

Appendix A

References for Multicultural Literature

The Changing Face of Young Adult Literature

A walk through a bookstore reveals cultural diversity in book titles that we would not have seen twenty-five years ago. Although the Idaho State Department of Education does not recommend specific supplementary texts for classroom use, below we list some selection tools for teachers' use in choosing literature for supplementary classroom use.

A Sampler of Selection Tools:

Abrahamson, R. F., & Carter, B. (Eds.). (1988). *Books for you: A booklist for senior high students.* Urbana, IL: National Council of Teachers of English. *--Annotated, organized by subject, listing fiction and non-fiction titles.*

Davis, E., & Davis, H. K., (Eds). (1988). *Your reading: A booklist for junior high and middle school students.* 7th Edition. Urbana, IL: National Council of Teachers of English.

Donelson, K. L., & Nilsen, A. P. (1989). *Literature for today's young adults.* 3rd Edition. Glenview, IL: Scott, Foresman. *--Contains a section on judging young adult books, an extensive bibliography, and an appendix on selection guides and censorship.*

Frankson, M. S. (1990, January). "Chicano literature for young adults: An annotated bibliography." *The English Journal,* 30-38.

Kruse, B. M., & Horning, K. T. (1991). *Multicultural literature for children and young adults: a selected listing of books 1980-1990 by and about people of color.* Madison, WI: Cooperative Children's Book Center, Univ. of Wisconsin-Madison & Wisconsin Dept. of Public Instruction. *--$5 within Wisconsin, $10 outside, from: Publication Sales, Wisconsin Dept. of Public Instruction, P.O. Box 7841, Madison, WI 53701.*

McBride, W. G. (Ed.). (1990). *High interest--easy reading: A booklist for junior and senior high school students.* 6th Edition. Urbana, IL: NCTE. *--Organized by subject and annotated.*

New York Public Library Office of Young Adult Services. (1990). *Celebrating the dream. --A bibliography featuring the African-American experience through literature, with brief annotations. $5 plus handling fee from: The New York Public Library, 455 Fifth Avenue, New York NY 10016.*

Appendix B

REFERENCES FOR TEACHERS

PROFESSIONAL TEXTS

Methods of teaching secondary English language arts have changed considerably in the last twenty years due to our increased knowledge about how students learn and how the brain processes information. Much research has also been done on composition and language learning. The following bibliography contains current theory and practice on the teaching of secondary English language arts.

For more information about the teaching of secondary English language arts or to receive publications that will keep you up to date on the latest research, please write to The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, 61801 or call (217) 328-3870 and or Heinemann Boynton Cook, 361 Hanover Street, Portsmouth, NH 03801-3959, (1-800)541-2086.

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Boynton/Cook Publishers, 1987.

Blake, Robert W., ed. *Reading, Writing and Interpreting Literature*. Urbana, IL: National Council of Teachers of English, 1989.

Britton, James. *Language and Learning*. New York: Penguin, 1970.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1986.

Clifford, John, ed. *The Experience of Reading: Louise Rosenblatt and Reader-Response Theory*. Upper Montclair, NJ: Boynton/Cook Publishers, 1990.

Collins, James L. *Vital Signs 1: Bringing Together Reading and Writing*. Upper Montclair, NJ: Boynton/Cook Publishers, 1989.

---------- *Vital Signs 2: Teaching and Learning Cooperatively*. Upper Montclair, NJ: Boynton/Cook Publishers, 1990.

Cooper, Charles R. and Lee Odell, eds. *Evaluating Writing*. Urbana, IL: National Council of Teachers of English, 1977.

Elbow, Peter. *Writing Without Teachers.* London: Oxford University Press, 1973.

Emig, Janet. *The Composing Processes of Twelfth Graders.* Urbana, IL: National Council of Teachers of English, 1971.

Gentry, Richard J. *SPEL. . .is a Four-letter Word.* Portsmouth, NH: Heinemann, 1987.

Gere, Anne Ruggles. *Writing Groups: History, Theory, and Implications.* Carbondale, IL: Southern Illinois University Press, 1987.

Gere, Anne Ruggles and Eugene Smith. *Attitudes, Language, and Change.* Urbana, IL; National Council of Teachers of English, 1979.

Golub, Jeff, chair, and the NCTE Committee on Classroom Practices. *Focus on Collaborative Learning.* Urbana, IL: National Council of Teachers of English, 1988.

Goswami, Dixie, and Peter R. Stillman. *Reclaiming the Classroom: Teacher Research as an Agency for Change.* Upper Montclair, NJ: Boynton/Cook Publishers, 1987.

Greenberg, Karen L., Harvey S. Wiener and Richard A. Donovan. *Writing Assessment: Issues and Strategies.* New York: Longman, 1986.

Harp, Bill, ed. *Assessment & Evaluation in Whole Language Programs.* Norwood, MA: Christopher-Gordon Publishers, Inc., 1991.

Hillocks, George. *Research on Written Composition.* Urbana, IL: National Council of Teachers of English, 1986.

Kelly Patricia, P. and Warren P. Self, eds. *The Canon, Ethnicity, and Feminist Literary History.* Urbana, IL: National Council of Teachers of English, 1990.

---------- *Media and Technology in English Language Arts.* Urbana, IL: National Council of Teachers of English, 1990.

Kirby, Dan, Tom Liner, and Ruth Vinz. *Inside Out: Developmental Strategies for Teaching Writing.* Portsmouth, NH: Boynton/Cook Publishers, 1988.

Langer, Judith A. and Arthur N. Applebee. *How Writing Shapes Thinking.* Urbana, IL: National Council of Teachers of English, 1987.

Macrorie, Ken. *Searching Writing.* Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1984.

Mayher, John S., Nancy Lester, and Gordon Pradl. *Learning to Write/Writing to Learn.* Upper Montclair, NJ: Boynton/Cook Publishers, Inc.

Moffett, James. *Teaching the Universe of Discourse.* Upper Montclair: NJ: Boynton/Cook Publishers, 1983.

Mohr, Marian M. *Revisions: The Rhythm of Meaning.* Upper Montclair, NJ: Boynton/Cook Publishers, 1984.

Nelms, Ben F., ed. *Literature in the Classroom.* Urbana, IL: National Council of Teachers of English, 1988.

Noguchi, Rei R. *Grammar and the Teaching of Writing.* Urbana, IL: National Council of Teachers of English, 1991.

Parsons, Les. *Response Journals.* Portsmouth, NH: Heinemann, 1989.

Ponsot, Marie and Rosemary Dean. *Beat Not the Poor Desk (Writing: What to Teach, How to Teach It, and Why.)* Upper Montclair, NJ: Boynton/Cook Publishers, 1982.

Probst, Robert E. *Response and Analysis: Teaching Literature in Junior and Senior High School.* Portsmouth, NH: Boynton/Cook Publishers, 1988.

Proett, Jackie, and Kent Gill. *The Writing Process in Action: A Handbook for Teachers.* Urbana, IL: National Council of Teachers of English, 1986.

Rodrigues, Dawn and Raymond J. Rodrigues. *Teaching Writing with a Word Processor.* Urbana, IL: National Council of Teachers of English, 1986.

Rosenblatt, Louise M. *Literature as Exploration,* 4th Ed. Urbana, IL: National Council of Teachers of English, 1983.

---------- *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work.* Carbondale, IL: Southern Illinois University Press, 1978.

Spear, Karen. *Sharing Writing: Peer Response Groups in English Classes.* Upper Montclair, NJ: Boynton/Cook Publishers, 1988.

Standford, Gene, chair, and the NCTE Committee on Classroom Practices. *How to Handle the Paper Load.* Urbana, IL: National Council of Teachers of English, 1979.

Summerfield, Judith and Geoffrey Summerfield. *Texts and Contexts: A Contribution to the Theory and Practice of Teaching Composition.* New York: Random House, 1986.

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. *Portfolio Assessment in The Reading-Writing Classroom.* Norwood, MA: Christopher-Gordon Publishers, Inc., 1991.

Tompkins, Jane P., ed. *Reader-Response Criticism.* Baltimore: The Johns Hopkins University Press, 1980.

Weaver, Constance. *Grammar for Teachers.* Urbana, IL: National Council of Teachers of English, 1979.

Appendix C

SECONDARY ENGLISH LANGUAGE ARTS

TEXTBOOK EVALUATION GUIDE

Designed to accompany
Secondary English Language Arts Course of Study

TEXT _____

PUBLISHER _____

EDITION _____ GRADE LEVEL _____

RECOMMEND TO ADOPT	YES	SOMETIMES	NO
1. Are the selections uncensored texts as originally written by the author?	___	___	___
2. Does the text or the teacher's guide provide **background information** on the selections as well as a rationale for their selection?	___	___	___
3. Does the text or teacher's guide provide **composition assignments based on the selections**?	___	___	___
4. Does the text or teacher's guide provide **grammar lessons based on the selections**?	___	___	___
5. Does the text or teacher's guide provide **speaking/listening activities based on the selections**?	___	___	___
6. Does the text or teacher's guide provide **viewing activities based on the selections?**	___	___	___
7. Does the text or teacher's guide provide **suggestions to help students develop critical thinking skills in context of the literature selections**?	___	___	___

(OVER)

RECOMMEND TO ADOPT	YES	SOMETIMES	NO
8. Does the text or teacher's guide provide lessons in which **all the language arts**: reading, writing, speaking, listening, viewing, **may be integrated**? ____	____	____	____
9. Does the text or teacher's guide provide for units that allow for **integration in the other subject areas**: math, science, social studies, health, music, art?	____	____	____
10. Does the text or teacher's guide provide opportunities for **collaborative learning**?	____	____	____
11. Do supplemental resources offer a **variety of instructional strategies?**	____	____	____
12. Does the text include selections that show **diverse form and style?**	____	____	____
13. Does the text include **multicultural and multiethnic selections?**	____	____	____
14. Does the text advocate **writing as a process?**	____	____	____
15. Does the text include a **bibliography of** recommended resources including **videos, movies, and other media?**	____	____	____

NOTES:

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Dr. Anne C. Fox, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.